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ABSTRACT

The policies and statements in this booklet define the roles and responsibilities of school library media centers and public libraries in Oklahoma, make recommendations for effective cooperation between the two institutions, and identify possible areas of media center/public library cooperation. (FM)

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PUBLIC AND SCHOOL LIBRARY ORGANIZATIONAL RELATIONSHIPS AND INTERLIBRARY COOPERATION

BY

Oklahoma State Board of Education

and

Oklahoma State Department of Libraries

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PUBLIC AND SCHOOL LIBRARY

ORGANIZATIONAL RELATIONSHIPS

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INTERLIBRARY COOPERATION

The policies and statements contained in this document were developed jointly between representatives of public school librarians and public librarians for the purpose of assisting educators, boards, and the public in better understanding the roles and responsibilities of each type of library and to encourage cooperation when both the school and the community benefit. The policies have been adopted by the State Board of Education and the Oklahoma Department of Libraries Board.

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PUBLIC AND SCHOOL LIBRARY ORGANIZATIONAL RELATIONSHIPS AND INTERLIBRARY COOPERATION

- A POLICY STATEMENT -

The public library extends its services to all people.

The school library media center is a unique instructional agency designed solely for children and young people engaged in a learning program and for the staff that administers that program.

"Public libraries and school libraries are part of a network of library facilities, and should work together to provide coordinated and complete services for children and young people."

Public Library Service, a Guide to Evaluation with Minimum Standards. American Library Assoc., 1956. p. 23.

I. FUNCTIONS

A. FUNCTIONS AT THE LOCAL LEVEL

1. School Library Media Center

The school library media center is a service center designed for use of students, teachers and administrators. Its distinctive function is its instructional role. It supports the curriculum and meets educational needs by providing a rich variety of materials, equipment and services.

Instruction, formal or informal, enables the library media specialist and teachers to teach students to use material with discrimination, judgment and appreciation.

There are two major emphases in the school library media center. There is the opportunity to furnish the intellectual atmosphere and the materials to help students develop an appreciation of good books and a love of reading. Curricular and independent study needs are met by a variety of books, periodicals, pamphlets, reference, and audiovisual materials accessible to students and teachers throughout the school day. The quantity of material is designed to satisfy the demands of individual or classroom projects.

Teachers use the school library media center as a resource, preparation and planning center. Teachers and administrators consult with the library

media specialist on evaluation, selection and utilization of materials and equipment but the final responsibility for selection and evaluation is that of the library media specialist.

Provision for excellent school library media services is basically the responsibility of the local school board which delegates authority for administration of this program to its superintendent. The superintendent and the library or media supervisor and/or the library media specialists, work together to plan budget, quarters and equipment purchases.

2. Public Library

In contrast to school libraries, public libraries are separate and distinct institutions rather than a part of another institution such as the school. Like the school library, its service objectives include the provision of materials for education and enrichment of life and enrichment of the individual. But the public library's distinctive characteristics are its informality, the voluntary nature of its use and its provision of service to people of all ages in the community.

The public library's collection and services, including the free loan of materials, provides access to meet the informational, educational, recreational and leisure needs of the entire community from pre-school children to senior citizens. In contrast to the public schools, the public library's objectives address the specific con-

tinuing education needs of adults at all intellectual and educational levels; it provides specialized information to help people fulfill the obligations of citizenship, parenthood, and to help individuals adapt to changes, to know more about themselves, to understand other people and life styles, thus enabling them to function more effectively in the contemporary world.

Establishment of public libraries is provided by Oklahoma Statutes. Oklahoma Department of Libraries' standards for State Aid require public libraries to have an appointed library board holding regular meetings.

B. FUNCTIONS AT THE STATE LEVEL

1. Oklahoma Department of Libraries

The Department of Libraries aids and encourages public libraries through the development of regional networks to provide more efficient and effective utilization of resources. The consultant staff is available to assist public libraries by means of consultant visits, workshops, institutes, conferences, and evaluations. The library is responsible for developing standards for public library service.

The Department of Libraries provides additional supportive library services for all types of libraries throughout the state. The Department of Libraries coordinates the Oklahoma Teletype Interlibrary System (OTIS) which provides interlibrary loan access

for patrons of all libraries. The Department of Libraries' collection of books, periodicals, and records are available to patrons of all types of libraries throughout the state. The state film collection is accessible to public libraries. Copies of the Film Policy are available upon request. The Department of Libraries encourages the development of all types of library service throughout the state.

2. State Department of Education

The State Department of Education provides services to strengthen and stimulate the development of school library media programs.

It develops guidelines and standards for local district programs. Consultant staff is available for field visits, conferences, inservice training and program evaluations at the preschool, elementary, and secondary levels and to higher education institutions training teachers, school librarians and media specialists.

None of the services of the Department, the public library or the Oklahoma Teletype Interlibrary System should be construed as a substitute for a library media center at the local school district or building level.

3. Cooperation

The Oklahoma Department of Libraries and the State Department of Education cooperate whenever possible to encourage the development of excellent library service for all

citizens.

The Oklahoma Department of Libraries and the State Department of Education will offer consultant advice upon request for public libraries and school districts pertaining to areas of cooperation.

II. RECOMMENDATIONS

A. Public Library boards, school boards and administrators should establish lines of communication to keep each other informed of changes in policy with which they are mutually concerned.

There should be provision for remedial action whenever a conflict in interest arises between the two agencies.

B. School media specialists and public librarians should work together to formulate an overall community wide program of library development and to consider mutual problems such as:

1. Definition of respective responsibilities for materials, equipment and services to answer curriculum and individual requests.

2. Responsibility for teaching and implementing library media center skills.

3. Determination of most effective scheduling of hours open.

4. Education to insure proper library

usage.

5. Cooperative planning to prevent mutilation and loss of materials and equipment.

C. School and public libraries each having unique missions and responsibilities, should generally be financed and administered separately.

1. The local school administration is responsible for school library media centers in relation to the curriculum.

2. The public library board is responsible for public library service designed to meet the needs of the entire community.

3. Experience has shown that joint financing and operation require careful planning, well planned facilities, adequate staffing and cooperative boards in order to meet the needs of both students and adults.

4. School media centers and public libraries should ordinarily be housed in separate buildings.

D. Public library bookmobile service should not be considered as a substitute for centralized school media service.

1. Such a program should be planned to introduce people of all ages to public library service.

2. It should be developed or continued in areas where there is not library service only if careful study and

evaluation demonstrate that it will not inhibit the growth of adequate school library programs.

3. Bookmobiles should not be parked on the school grounds proper.

E. Classroom visits to the public library should not be considered as a substitute for centralized school media service.

1. Such visits should be intended to acquaint the student with the personnel, collection and organization of the public library.

2. They should emphasize the public library's role as a source of a wide range of materials.

III. POSSIBLE AREAS OF COOPERATION MIGHT INCLUDE:

1. Devising ways for school media centers and public libraries to keep the entire community informed of their goals and needs.

2. Establishing regular meetings between school and public library personnel and their respective governing boards.

3. Developing effective interlibrary loan procedures for sharing materials.

4. Setting up procedures for the delivery of materials being shared.

5. Joint ordering, processing and cataloging of library materials.

6. Preparing lists of resources which can be shared and making these lists available to school and public library personnel.

7. Joint continuing education and training activities.

8. Joint planning for use of automated procedures and technology, such as data processing equipment, cable television, and access to machine readable data bases.

9. Sharing selection tools and coordinating collection development.

10. Interchange of visits between school library and public library personnel for observation of programs and exchange of ideas.

11. Interpreting opportunities for cooperative funding of library development under federal programs, such as the Elementary and Secondary Education Act, the Library Services and Construction Act, and the Higher Education Act.

12. Establishing an examination center where library materials may be reviewed and previewed cooperatively.

13. Conducting cooperative book exhibits and exhibits of audiovisual materials and equipment.

14. Joint planning for utilization of resources for school assignments which demand extensive reference work.

15. Promoting maximum development of both public and school libraries.

16. Developing joint programs for both students and the general public.

IV. Formal cooperative services of school library media centers and public libraries should generally be provided for by written agreements specifying costs and benefits to both parties.